

Planning and Pacing Process – HS***

Answering the question, “How do we teach all of the course standards in a year?”

Target through participation: I can facilitate a discussion and process for planning and pacing the KCAS focusing on the Common Core Appendix A.

Materials needed for activity:

- 1 copies of the HS standards for each teacher for reference only
 - 2 copies of Appendix A and one set of Critical Areas cards by course –
 - One copy of Appendix A left whole for referencing (you may ask participants to bring their own copy.
 - The other copy of Appendix A is a partial copy.
 - Traditional Pathway: You need to copy only the HS Algebra I course (pp. 17 – 26), Geometry course (pp. 29 – 35) and Algebra II course (pp. 38 – 43) and cut each courses’ standards apart and please group by unit to avoid confusion. Each group needs its designated courses’ standards only.
 - Integrated Pathway: You need to copy only the HS Integrated Course I (pp. 53 – 60), Integrated Course II (pp. 64 – 71) and Integrated Course III (pp. 74 – 79) and cut each courses’ standards apart and please group by unit to avoid confusion. Each group needs its designated courses’ standards only.
 - Template to guide process
 - Copy of complete descriptions of mathematical practices
1. Teachers divide up into course groups: HS Algebra I, Geometry and Algebra II or Integrated Courses. Three to four teachers per group is preferred. If possible, there should be more than one group working on a course.
 2. Read the introduction for the course from Appendix A to better understand the critical areas. Appendix A has already “chunked” standards into units and determined the unit title.
 3. Using the standards that have been cut apart by unit, put the standards in order of what should be taught first, second and so on. Answer the following questions:
 - a. Are there standards/clusters that naturally fit together to maximize student learning?
 - b. Are there foundational standards for each unit that need to be highlighted? What are those standards?

Algebra I	OR	Integrated I
Geometry (<i>CCSSI intentionally placed the Geometry course between Alg. I & II to avoid isolating geometric concepts from algebraic concepts.</i>)		Integrated II
Algebra II		Integrated III

4. When your group has come to consensus about the sequence and grouping of standards within a unit, use the template provided
 - a. fill in the Big Idea as a unit title,
 - b. list the chunk titles that summarize the standards,
 - c. list the related standards’ code in order to be taught,
 - d. consider depth of mathematical understanding required by the standard,
 - e. be specific when you include the mathematical practices, and
 - f. fill in an estimated time.
5. Continue the process described in #2 with each unit.

***A similar process can be used for the Compacted MS Courses (courses for acceleration).

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Course Title:				
Unit	Unit Title from Appendix A	Chunks of standards (titles that summarizes standards, if needed)	Standards by code only (in order decided by group) with Math Practices	Time needed (estimated)
1				
2				
3				
4				